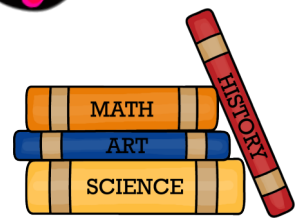
My Common Core



Name _____

3rd Grade

Standards-Based notebook

Year _____

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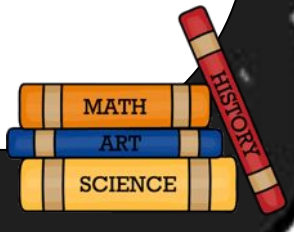

Dear Parents,

Welcome to Third Grade!

I know everyone is excited to start a new school year full of activities and fun!

As we prepare for Common Core learning, we need to gather materials for our standards-based portfolios. These portfolios are notebooks that each student will use to collect work samples, to record the Common Core Standards, to list key vocabulary and to create new learning goals. Your child will share his/her portfolio with you during conferences. Please see below what all is needed. Thank you!

*3-ring binder with clear plastic cover
*3 packs subject dividers (5 in a pack)
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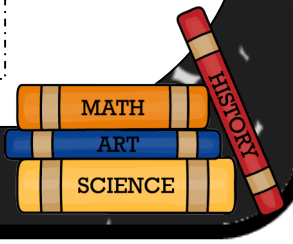

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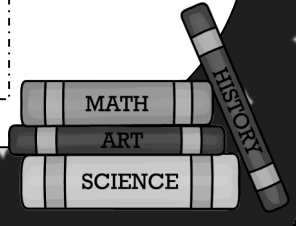


THIRD GRADE at a GLANCE

Welcome to the Common Core Standards for Third Grade! Below is a list of the Standards your child will be taught during the school year in **English Language Arts**!

READING: LITERATURE

(Common Core Standards: RL.3.1-3.7 & 3.9-3.10) Your child will be able to:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

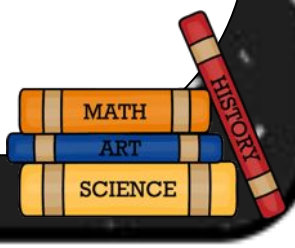
RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.10: By the end of 3rd grade, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.



tHiRD GRaDe at a GlaNCe

(pg. 2) Continued...English Language Arts!

Reading: informational text

(Common Core Standards: RI.3.1- RI.3.10) Your child will be able to:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to third grade level.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

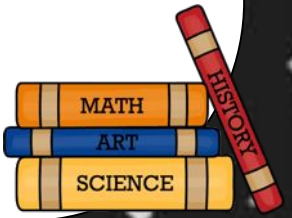
RI.3.6: Distinguish his/her own point of view from that of the author of a text.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8: Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.



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(pg. 3) Continued...English Language Arts!

speaking and listening

(Common Core Standards: SL.3.1-SL.3.6) Your child will be able to:

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

***(a.) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

***(b.) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

***(c.) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

***(d.) Explain their own ideas and understanding in light of the discussion.**

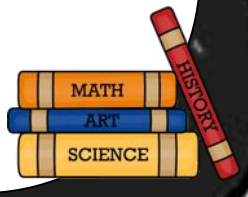
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



tHiRD GRaDe at a GlaNCe

(pg. 4) Continued...English Language Arts!

WRitiNG

(Common Core Standards: W.3.1-W.3.8 & W.3.10)

Your child will be able to:

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

***(a.) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

***(b.) Provide reasons that support the opinion.**

***(c.) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**

***(d.) Provide a concluding statement or section.**

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***(a.) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

***(b.) Develop the topic with facts, definitions, and details.**

***(c.) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

***(d.) Provide a concluding statement or section.**

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

***(a.) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

***(b.) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

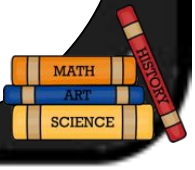
***(c.) Use temporal words (chronological and phrases to signal event order.**

***(d.) Provide a sense of closure.**

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.



tHiRD GRaDe at a GlaNce

(pg. 5) Continued...English Language Arts!

WRiTiNG {CONTiNUED}

(Common Core Standards: W.3.1-W.3.8 & W.3.10)

Your child will be able to:

W.3.7: Conduct short research projects that build knowledge about a topic.

RW.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING FOUNDATIONAL SKILLS

(Common Core Standards: RF.3.3- RF.3.4) **Your child will be able to:**

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

***(a.)** Identify and know the meaning of the most common prefixes and derivational suffixes.

*(b.) Decode words with common Latin suffixes.

*(c.) Decode multi-syllable words.

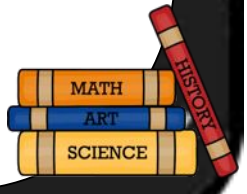
*(d.) Read grade-appropriate irregularly spelled words.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

***(a.)** Read grade-level text with purpose and understanding.

*(b.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

*(c.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



tHiRD GRaDe at a GlaNCe

(pg. 6) Continued...English Language Arts!

language

(Common Core Standards: L.3.1-L.3.6) Your child will be able to:

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

***(b.) Form and use regular and irregular plural nouns.**

***(c.) Use abstract nouns (e.g., *childhood*).**

***(d.) Form and use regular and irregular verbs.**

***(e.) Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.**

***(f.) Ensure subject-verb and pronoun-antecedent agreement.**

***(g.) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

***(h.) Use coordinating and subordinating conjunctions.**

***(i.) Produce simple, compound, and complex sentences.**

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(a.) Capitalize appropriate words in titles.**

***(b.) Use commas in addresses.**

***(c.) Use commas and quotation marks in dialogue.**

***(d.) Form and use possessives.**

***(e.) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.**

***(f.) Use spelling patterns and generalizations in writing words.**

***(g.) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

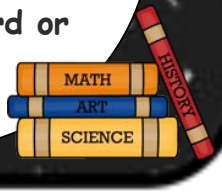
L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***(a.) Choose words and phrases for effect.**

***(b.) Recognize and observe differences between the conventions of spoken and written standard English.**

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(a.) Use sentence-level context as a clue to the meaning of a word or phrase.**



THIRD GRADE at a GLANCE

(pg. 7) Continued...English Language Arts!

language {continued}

(Common Core Standards: L.3.1-L.3.6) Your child will be able to:

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(b.) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).**

***(c.) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).**

***(d.) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

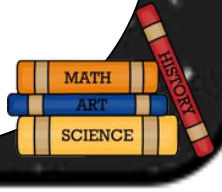
L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

***(a.) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).**

***(b.) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).**

***(c.) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).**

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).



tHiRD GRaDe at a GLance

Welcome to the Common Core Standards for Third Grade! Below is a list of the Standards your child will be taught during the school year in **Mathematics!**

OPERATIONS AND ALGEBRAIC THINKING

(Common Core Standards: 3.OA.1-3.OA.9) Your child will be able to:

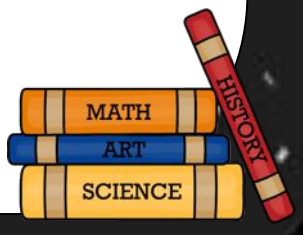
3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?

3.OA.5: Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)



tHiRD GRaDe at a GlaNce

(Pg. 2) Continued...Mathematics!

OPERATIONS AND ALGEBRAIC THINKING {CONTINUED}

(Common Core Standards: 3.OA.1-3.OA.9) Your child will be able to:

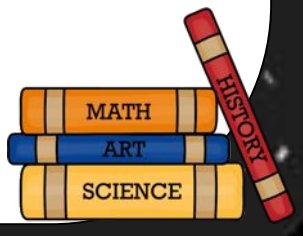
3.OA.6: Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.
3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

NUMBERS AND OPERATIONS-FRACTIONS

(Common Core Standards: 3.NF.1-3.NF.3) Your child will be able to:

3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- ***(a.) Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.**
- ***(b.) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.**



tHiRD GRaDe at a GlaNce

(Pg. 3) Continued...Mathematics!

NUMBERS AND OPERATIONS–FRACTIONS {CONTINUED}

(Common Core Standards: 3.NF.1-3.NF.) Your child will be able to:

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- ***(a.) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.**
- ***(b.) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4,4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.**
- ***(c.) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.**
- ***(d.) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**

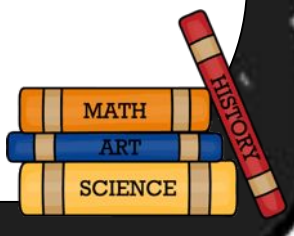
NUMBERS AND OPERATIONS IN BASE TEN

(Common Core Standards: 3.NBT.1-3.NBT.3) Your child will be able to:

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.



tHiRD GRaDe at a GLance

(Pg. 4) Continued...Mathematics!

measurement and Data

(Common Core Standards: 3.MD.1-3.MD.8) Your child will be able to:

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

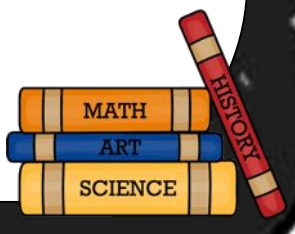
3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

***(a.)** A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

*(b.) A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.



tHiRD GRaDe at a GlaNce

(Pg. 5) Continued...Mathematics!

measurement and Data {continued}

(Common Core Standards: 3.MD.1-3.MD.8) Your child will be able to:

***(a.) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**

***(b.) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**

***(c.) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**

***(d.) Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**

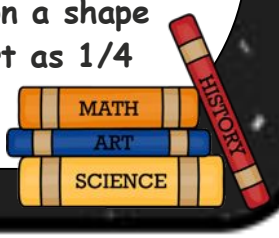
3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

(Common Core Standards: 3.G.1-3.G.2) Your child will be able to:

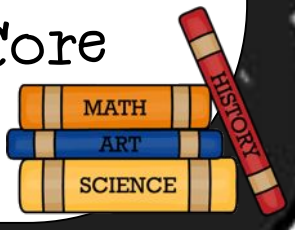
3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.



essential Question posters

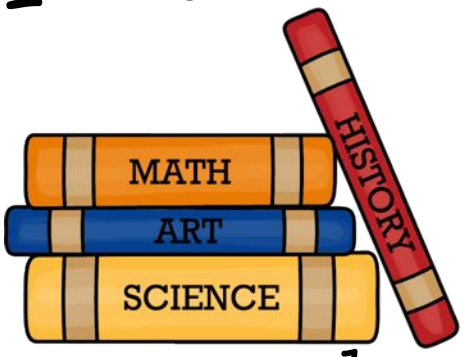
Essential Questions focus learning on the Common Core Standards to help clarify the purpose of the lesson. Use these posters to introduce and revisit skills taught throughout Third Grade. Each one is "student-coded" with adorable graphics to make them child-friendly and easy to understand. Have your students copy these Essential Questions on their Common Core Student Sheets or Goal Sheets included in this packet under the Strand/Domain Listed. Students will use the language of these Essential Question cards to discuss and demonstrate mastery of the Common Core Standards.



READING

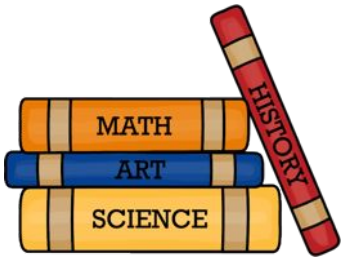
informational text

Look for this picture...



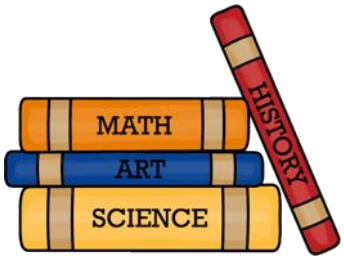
For EQ Cards on:

(Common Core Standards: RI.3.1- RI.3.10)



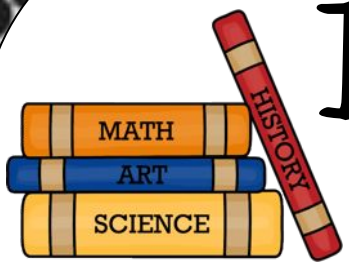
How can questions show that I understand a story?

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



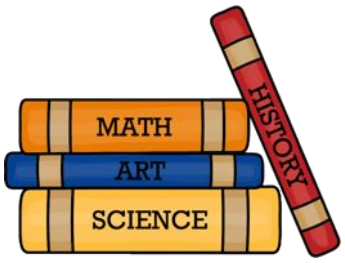
How can I figure out the main idea and details of a story?

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.



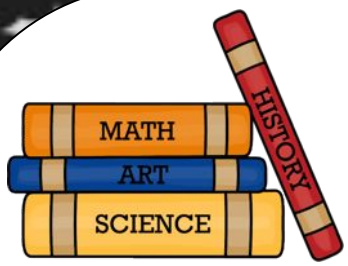
How do I show relationships between events or ideas in a text?

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



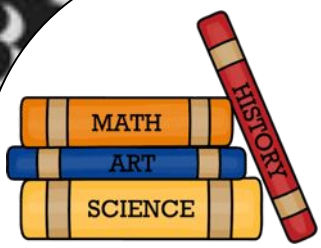
How can I find the meaning of a word from a book or story?

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to third grade level.



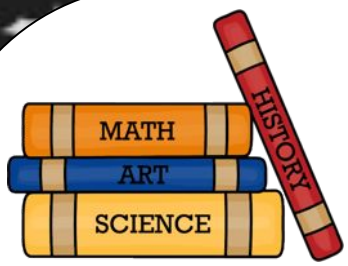
How do I use text features to find information or facts from a passage?

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.



How can the author's point of view help me with my point of view?

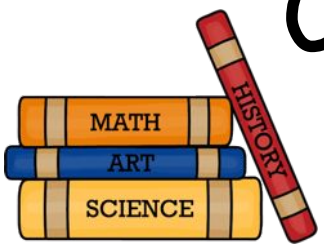
RI.3.6: Distinguish his/her own point of view from that of the author of a text.



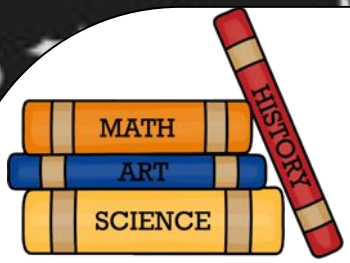
How do images and words help me to understand a text?

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

How can I describe the connections between sentences and paragraphs in a text?

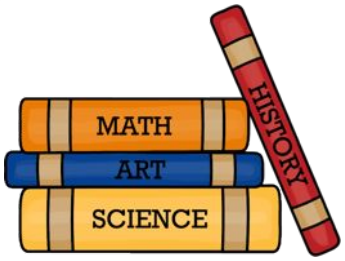


RI.3.8: Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).



What are ways I can compare the details of two stories on the same topic?

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.



How can reading informational texts help me to learn?

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.

READING

foundational skills

Look for this picture...

For EQ Cards on:

(Common Core Standards: RF.3.3- RF.3.4)

How can I analyze words to be a better reader?

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

How do I identify and know the meanings of suffixes and prefixes?

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

***(a.)** Identify and know the meaning of the most common prefixes and derivational suffixes.

How do I sound out or read words with suffixes?

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

***(b.) Decode words with common Latin suffixes.**

How do I read or decode multi-syllable words?

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
***(c.) Decode multi-syllable words.**

How can I read irregularly spelled words?

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

***(d.) Read grade-appropriate irregularly spelled words.**

Why Is it important to read with accuracy and fluency?

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

How can I read grade-level text with purpose and meaning?

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
***(a.) Read grade-level text with purpose and understanding.**

How can I read prose and poetry with accuracy and expression?

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

***(b.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.**

How do context clues help to understand story meaning?

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

***(c.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

READING

literature

Look for this picture...

For EQ Cards on:

(Common Core Standards: RL.3.1-3.7/ RL.3.9-3.10)

How can I ask and answer questions about text details?

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

How can I retell and explain the details of stories, myths fables, and folktales?

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

How do the actions of characters effect the sequence of events in a story?

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

How do I distinguish literal from non-literal language?

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

How do parts of stories, such as chapters and scenes, build on each other?

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

How do I distinguish my own point of view?

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

How do pictures contribute to the meaning of stories or text?

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

How can I compare two stories with similar characters written by the same author?

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

How do I show comprehension of literature such as stories, dramas, and poetry?

RL.3.10: By the end of 3rd grade, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

WRITING

writing

Look for this picture...

For EQ Cards on:

(Common Core Standards: W.3.1-3.8/ W.3.10)

How do I write an opinion piece with reasons to support my point of view?

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

How do I state an opinion and organize my reasons?

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
***(a.) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

How can I provide reasons that support my opinion?

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
***(b.) Provide reasons that support the opinion.**

How can I use linking words to connect my opinions and reasons?

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
***(c.) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**

How do I write a conclusion statement for an opinion piece?

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
***(d.) Provide a concluding statement or section.**

How do I write an informative text about a topic?

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

How can I introduce a topic and include illustrations?

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***(a.) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

How can I develop a topic with facts, definitions, and details?

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***(b.) Develop the topic with facts, definitions, and details.**

How do I use linking words to connect ideas within categories?

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***(c.) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

How do I write a conclusion for an informative text?

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***(d.) Provide a concluding statement or section.**

How do I write a narrative text that includes descriptive details and events?

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

How do I organize situations, events, and characters for a narrative text?

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

***(a.) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

How can I show the response of characters to situations in a narrative?

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
***(b.) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

How can I use temporal words to show sequence of events?

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

***(c.) Use temporal words (chronological and phrases to signal event order.**

How can I provide a sense of closure to a narrative?

W.3.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

***(d.) Provide a sense of closure.**

How can I use conferencing to develop and organize my writing?

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

What are ways I can plan, revise, and edit my writing?

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

How Can technology help me with the writing process?

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

How do I conduct a research project that builds knowledge on a topic?

W.3.7: Conduct short research projects that build knowledge about a topic.

How do I gather information and organize it into categories?

RW.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

How can I establish a routine for writing to help me be a better writer?

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING

&

listening

Look for this picture...

For EQ Cards on:

(Common Core Standards: SL.3.1- SL. 3.6)

How do I participate in a conversation with others?

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Why is it important that I come to discussions prepared on a topic?

SL.3.1: Engage effectively in a range of collaborative discussions.

***(a.) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

What rules can help me be respectful in a discussion with others?

SL.3.1: Engage effectively in a range of collaborative discussions.

***(b.) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

How do I ask questions when I don't understand or need clarification?

SL.3.1: Engage effectively in a range of collaborative discussions.

***(c.) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

How can I express my own ideas when having a discussion with others?

SL.3.1: Engage effectively in a range of collaborative discussions.
***(d.) Explain their own ideas and understanding in light of the discussion.**

How do I listen for the main idea or details of a story read aloud to me?

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

How can I ask and answer questions for details from a speaker?

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

How do I report on a topic or experience with a clear speaking voice?

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

How do I create audio recordings or draw pictures to make ideas clearer in a story?

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

How do I provide details and clarification when speaking in sentences?

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

language

Look for this picture...

For EQ Cards on:

(Common Core Standards: L.3.1- L.3.6)

What are conventions of English for writing or speaking?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

What is the difference between a noun and a verb?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

What are examples of pronouns and why are they used?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

What is the difference between an adjective and an adverb?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

What is the difference between a regular and irregular plural noun?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
***(b.) Form and use regular and irregular plural nouns.**

What are examples of abstract nouns?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
***(c.) Use abstract nouns (e.g., childhood).**

What are examples of regular and irregular verbs?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
***(d.) Form and use regular and irregular verbs.**

What are ways I can use simple verb tenses in sentences?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(e.) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**

How do I know which subjects and verbs go together in sentences?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
***(f.) Ensure subject-verb and pronoun-antecedent agreement.**

How do I know which pronouns and antecedents go together in sentences?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(f.) Ensure subject-verb and pronoun-antecedent agreement.**

How can I use comparative and superlative adjectives?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(g.) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

How can I use comparative and superlative adverbs?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***(g.) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

What are examples of coordinating and subordinating conjunctions?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
*(h.) Use coordinating and subordinating conjunctions.

How can I create simple, compound, and complex sentences?

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
***(i.) Produce simple, compound, and complex sentences.**

Why is it important to use correct spelling, punctuation and capitalization in writing?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

What are the rules for capitalization of words in titles?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
*(a.) Capitalize appropriate words in titles.

Where do I place commas when writing addresses?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*(b.) Use commas in addresses.

How should I use commas and quotation marks in dialogue?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(c.) Use commas and quotation marks in dialogue.**

What are possessives and how do I use them in sentences?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(d.) Form and use possessives.**

What are suffixes and how do I add them to base words?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(e.) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.**

How can spelling patterns help me when writing words?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(f.) Use spelling patterns and generalizations in writing words.**

What reference materials can help me check spellings of words?

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***(g.) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

How can I show what I know about language and its conventions?

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

What are examples of words and phrases for effect?

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***(a.) Choose words and phrases for effect.**

What are differences between spoken and written English?

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***(b.) Recognize and observe differences between the conventions of spoken and written standard English.**

What strategies can I use to figure out the meanings of words and phrases?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

How can I use context clues to figure out word meanings?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(a.) Use sentence-level context as a clue to the meaning of a word or phrase.**

What is an affix and how can it effect the meaning of a word?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(b.) Determine the meaning of the new word formed when a known affix is added to a known word.**

How can I use root words to figure out unknown words?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(c.) Use a known root word as a clue to the meaning of an unknown word with the same root.**

How can I use glossaries and dictionaries to clarify meanings?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***(d.) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

What are examples of figurative language?

L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

How do I distinguish between literal and nonliteral words and phrases?

L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

***(a.) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**

How can I show real-life connections between words and their use?

L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
***(b.) Identify real-life connections between words and their use.**

How do I distinguish meanings of related words that describe states of mind?

L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

***(c.) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.**

How can I use appropriate third-grade words and phrases?

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

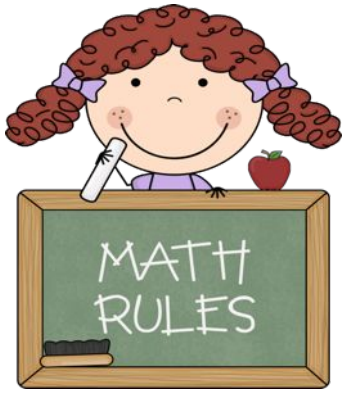
NUMBERS

&

operations

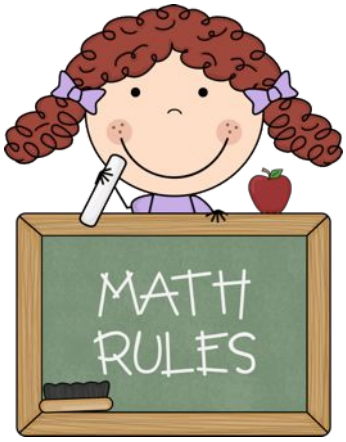
in base ten

Look for this picture...



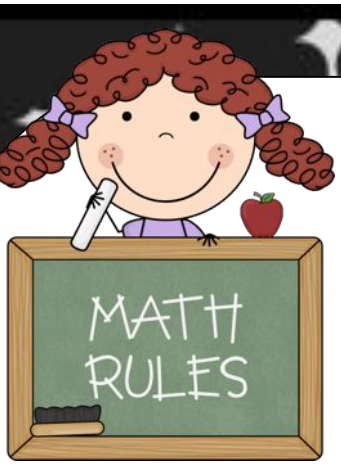
For EQ Cards on:

(Common Core Standards: 3.NBT.1-3.NBT.3)



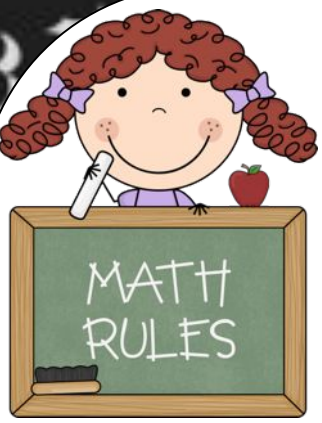
How do I round whole numbers to the nearest 10 or 100?

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.



What are strategies to help me add and subtract within 1,000?

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.



What strategies can I use to multiply one-digit numbers by multiples of 10?

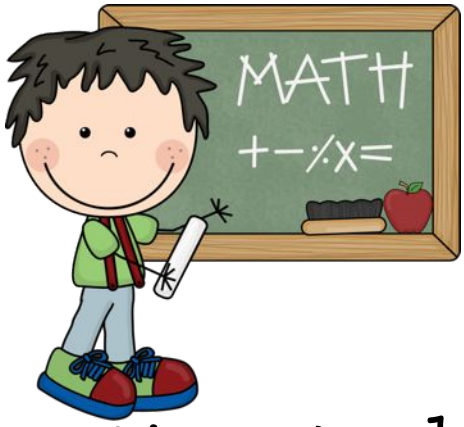
3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

OPERATIONS

&

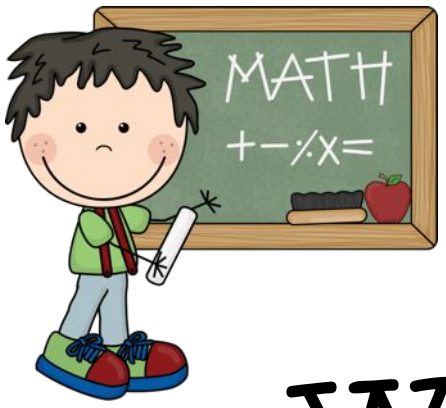
algebraic thinking

Look for this picture...



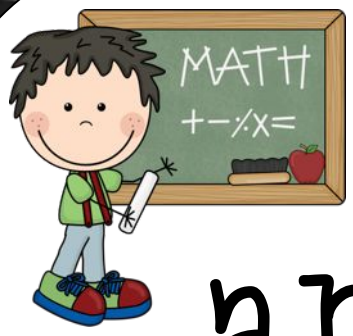
For EQ Cards on:

(Common Core Standards: 3.OA.1-3.OA.9)



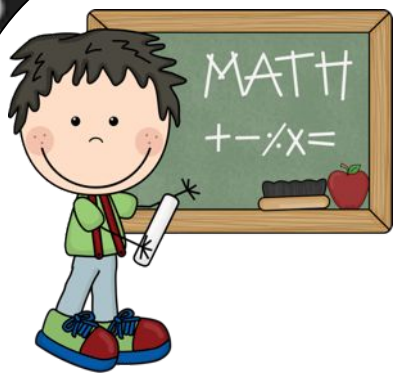
What are ways to figure out the products of whole numbers?

3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.



What are ways to figure out the quotients of whole numbers?

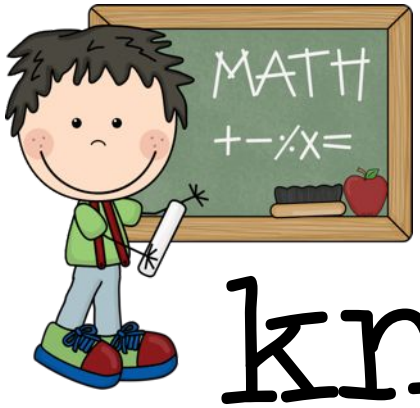
3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.



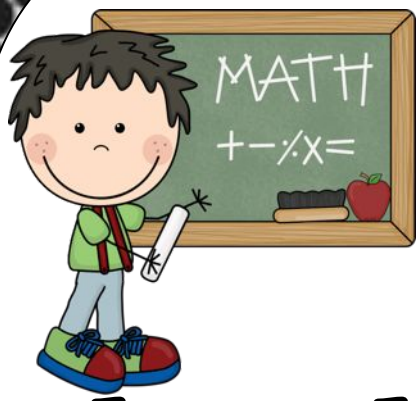
How can I use multiplication and division to solve word problems?

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

How do I know the missing numbers in multiplication or division equations?

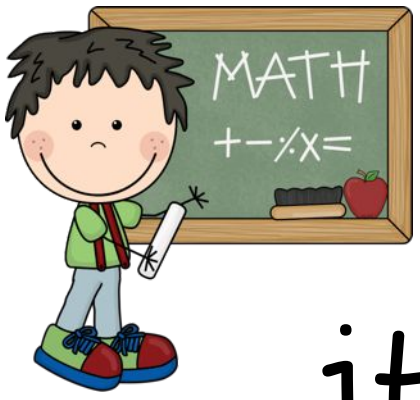


3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.



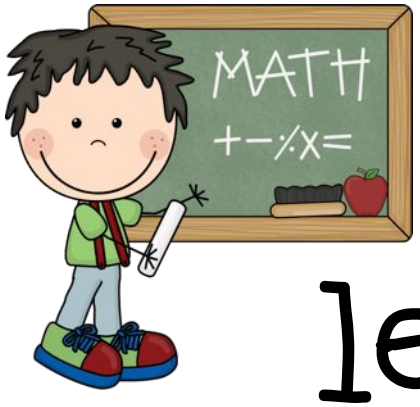
What are properties of operations and how can they help me multiply or divide?

3.OA.5: Apply properties of operations as strategies to multiply and divide.



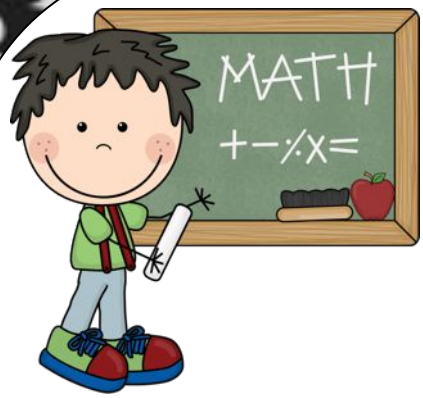
What does it mean to say that division is an unknown-factor problem?

3.OA.6: Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.



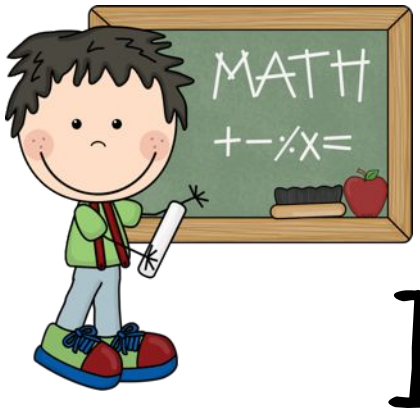
How can I learn to multiply and divide fluently within 100?

3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.



How do I solve addition, subtraction, multiplication, and division word problems?

3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.



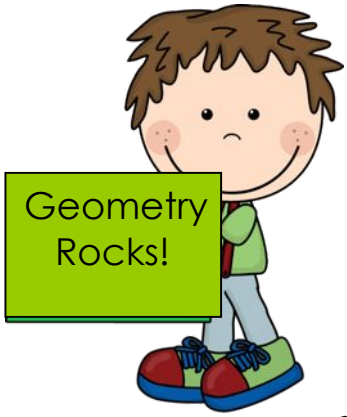
How can I find patterns in an addition table or multiplication table?

3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

GEOMETRY

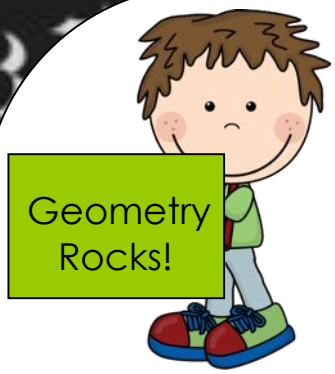
geometry

Look for this picture...



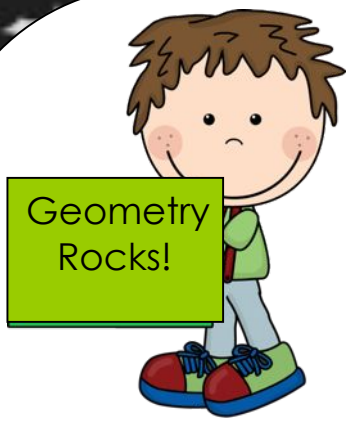
For EQ Cards on:

(Common Core Standards: 3.G.1-3.G.2)



How can I sort shapes by attributes and place them in categories?

3.G.1: Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category (e.g., quadrilaterals).



What are ways to divide shapes into equal parts with equal areas?

3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

MEASUREMENT & data

Look for this picture...

For EQ Cards on:

(Common Core Standards: 3.MD.1-3.MD.8)

How do I measure time to the nearest minute?

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

How do I solve word problems involving time to the minute?

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

How do I estimate and measure with grams, kilograms and liters?

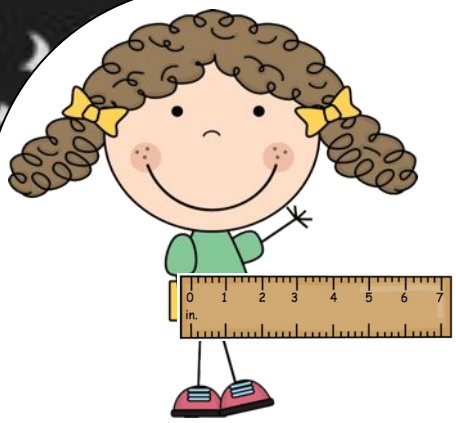
3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

How can I use picture graphs and bar graphs to show data?

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

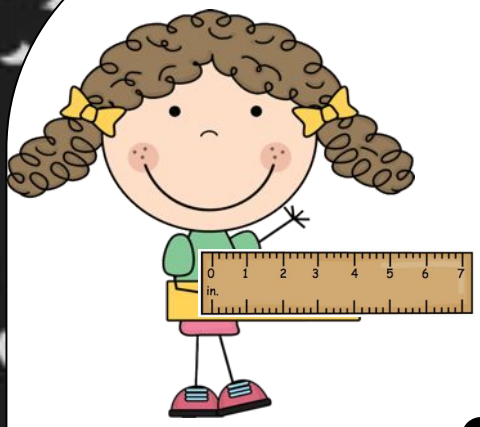
How can I use line plots to show measurement data?

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.



How do I figure out the area of a plane shape?

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.



What are square units and why are they used?

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

***(a.) A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.**

How do I measure area by counting unit squares?

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

How can I use tiling to find the area of a rectangle?

3.MD.7: Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

How do I use addition and multiplication to find area?

3.MD.7: Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

How do I find the perimeter of a polygon?

3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

NUMBERS

&

operations

fractions

Look for this picture...

For EQ Cards on:

(Common Core Standards: 3.NF.1-3.NF.3)

What is the definition of a fraction?

3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

How can I show fractions on a number line?

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

How can I show equivalent fractions on a number line?

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

***(a.) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.**

What are examples of equivalent fractions?

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

***(b.) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4,4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.**

How can I express whole numbers as fractions?

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

***(c.) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.**

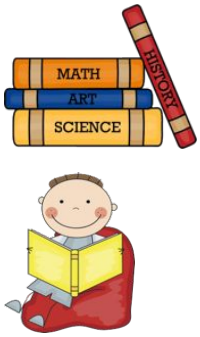
How can I compare fractions with a fraction model?

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

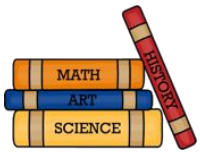
*(d.) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.

VOCABULARY WORD WALL CARDS

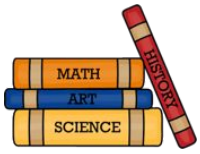
Vocabulary "Word Wall" Cards promote vocabulary growth of key concepts and lesson content. Use these Word Wall Cards to introduce and revisit new words taught throughout Third Grade. Each one is coded according to the Common Core Strands/Domains and is easy for students to read and see from a distance. Have your students copy the words into their notebooks on the "Vocabulary Word Wall" sheets included in this packet. They can keep a record of words learned for the year.



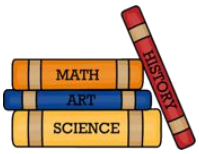
Detail



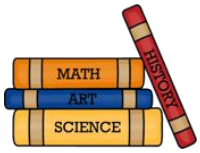
Text



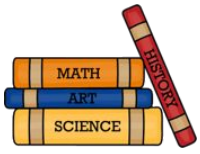
Question



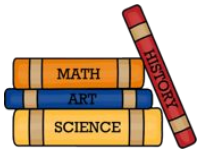
Historical Events



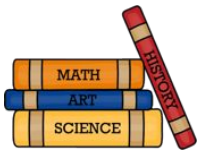
Event



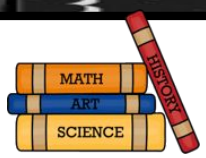
Main Idea



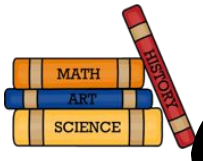
Ideas



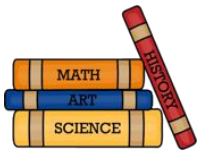
Steps



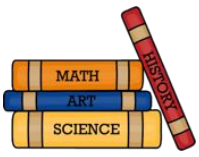
Cause/Effect



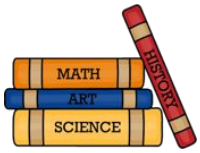
Sequence



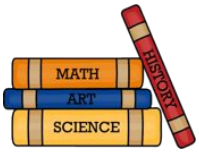
Phrase



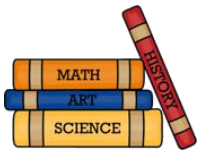
Text Features



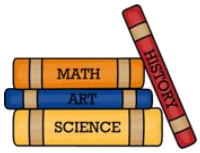
Passage



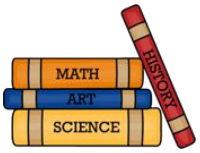
Facts



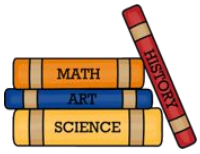
Key Words



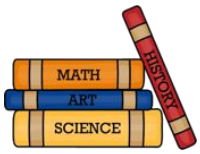
Author



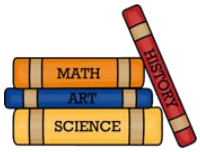
Point of View



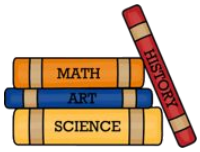
informational



Compare & Contrast



Topic



Illustrations

Phonics

Word Analysis

Decoding

Suffix

Multi-Syllable Words

Prefix

Irregularly-Spelled Words

Fluent

Accuracy

Poetry

Prose

Expression

Context Clues

Self-Correct

Comprehension

Myth

Fable

Folktale

Characters

Literal Language

Actions

Stanza

Scenes

Chapters

Theme

Narrator

Setting

Non-literal Language

Literature

Dramas

Persuasive Writing

Opinion

Reason

Conclusion

Linking Words

Explanatory Text

Temporal Words

Narrative Text

Closure

Writing Conference

Writing Process

Revise

Edit

Technology

Routine

Research Project

Category

Conversation

Clarify

Collaborate

Respectful

Speaking Voice

Rules

Audio Recordings

Conventions of Print

Noun

Verb

Pronoun

Adjective

Adverb

Abstract Nouns

Regular Plural Nouns

Irregular Plural Nouns

Regular Verbs

Multiple Meaning Words

Irregular Verbs

Verb Tense

Subject

Predicate

Antecedent

Comparative Adjective

Superlative Adjective

Comparative Adverb

Superlative Adverb

Coordinating Conjunctions

Subordinating Conjunctions

Simple Sentence

Compound Sentence

Complex Sentence

Punctuation

Spelling

Capitalization

Comma

Quotation Marks

Base Words

Possessives

Dialogue

Reference Materials

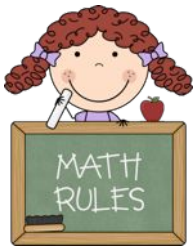
Affix

Root Words

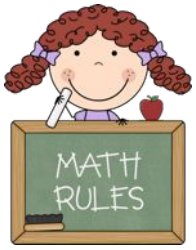
Figurative Language

Glossary

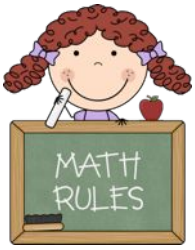
Dictionary



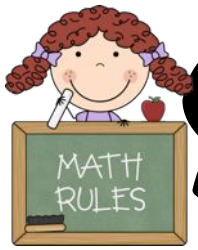
Whole Numbers



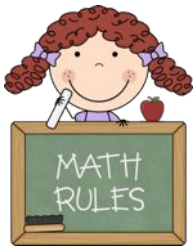
Rounding



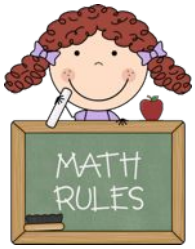
Addition



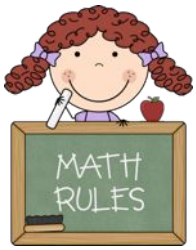
Subtraction



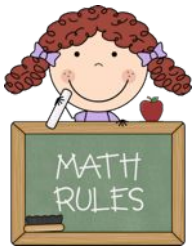
Algorithm



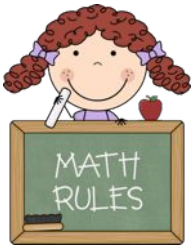
Place Value



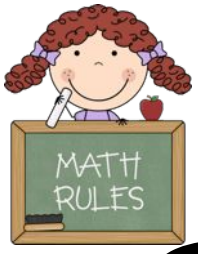
Multiples



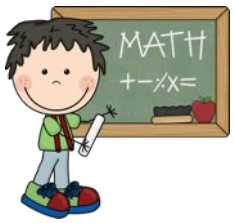
Multiplication

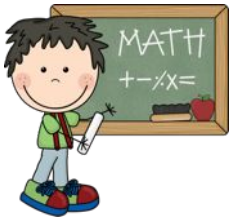


Division

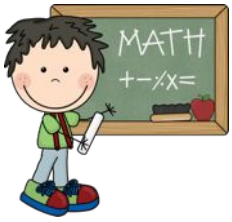


Properties of Operations

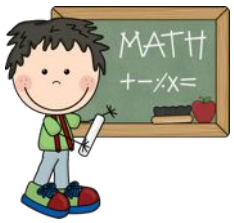




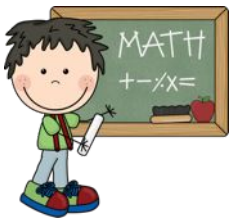
Product



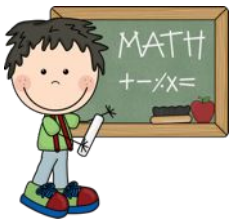
Quotient



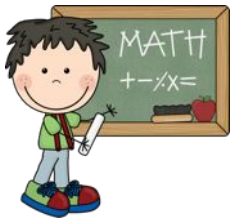
Number Bond



Word Problems

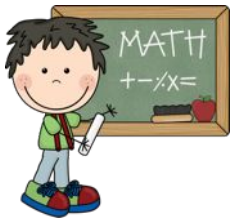


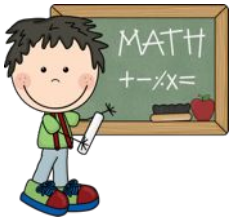
Array



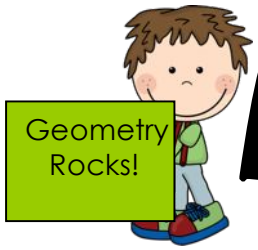
Addition Table

Multiplication Table

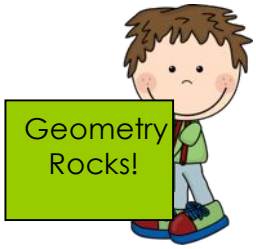




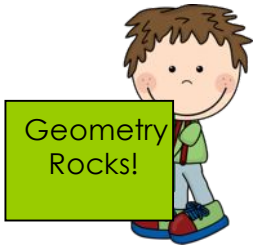
Pattern



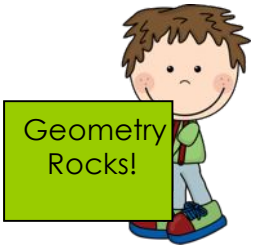
Attributes



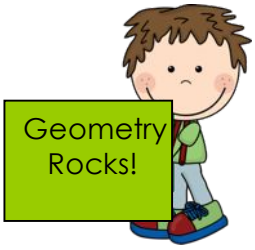
Angles



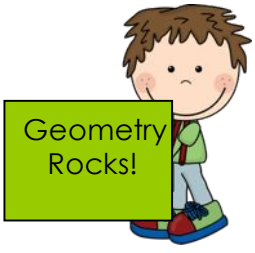
Faces



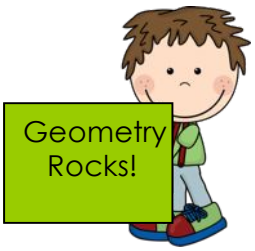
Triangle



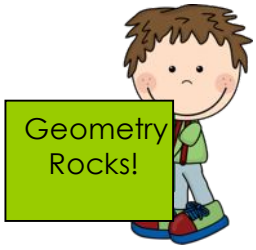
Quadrilateral



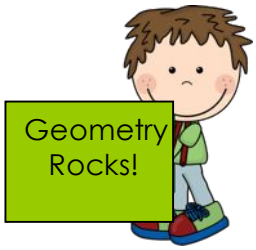
Pentagon



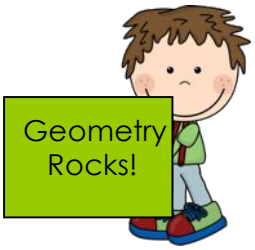
Hexagon



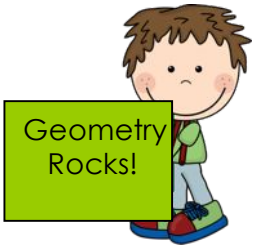
Cube



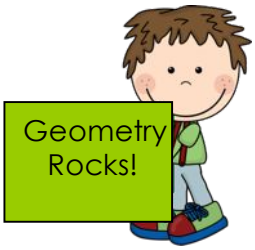
Polygon



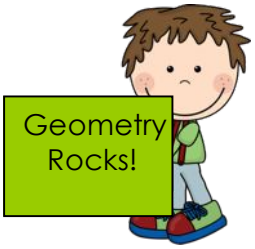
Fraction



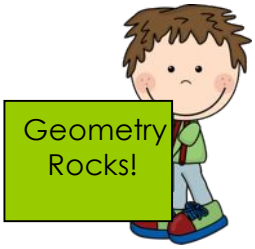
Halves



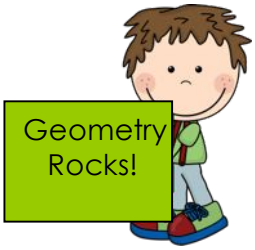
Thirds



Fourths



Plane Shape



Area

Tools

ruler

Yardstick

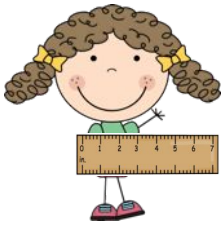
Measuring Tape

Meter Stick

Measure

Standard

Unit



Length

Inch

Foot

Centimeter

Meter

Number Line

Point

Time

Analog Clock

Digital Clock

Gram

Kilogram

Liter

Line Plot

Data

Scale

Horizontal

Picture Graph

Bar Graph

Square Unit

Tiling

Perimeter

Partition

Fraction Model

Numerator

Equivalent

Denominator

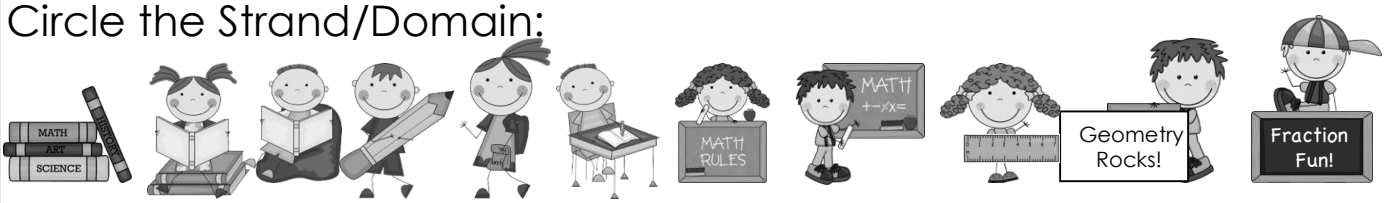
Comparisons

Name: _____

My Common Core

Standard Recording Sheet

Circle the Strand/Domain:



Common Core Standard: _____
(Example: 3.NBT.1)

Essential Question: _____

_____

_____

_____

Key Vocabulary (Word Wall Words):

_____ _____ _____

_____ _____ _____

_____ _____ _____

Answer the Essential Question in your own words:_____

_____

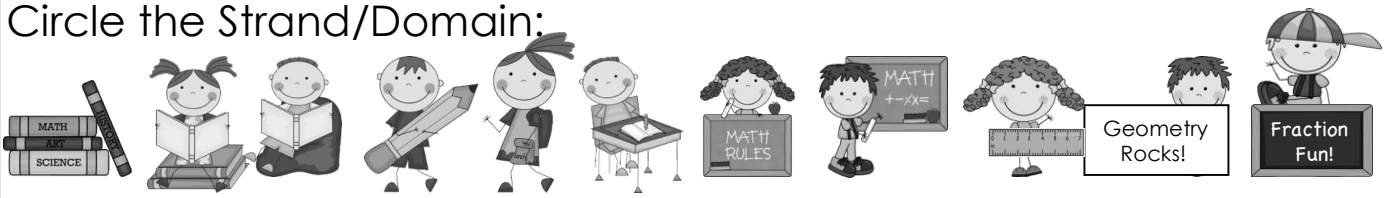
_____

Name: _____

My Common Core

Evidence of Learning Form

Circle the Strand/Domain:



Common Core Standard: _____
(Example: 3.NBT.1)

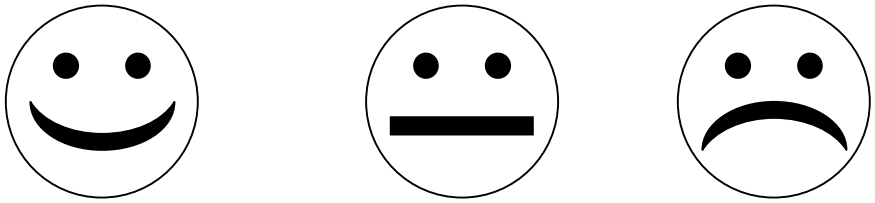
Evidence of Learning: _____

_____

_____

_____

How well do you know this standard?



Goal for this standard:

_____

_____

_____

Name: _____

My Common Core

Student-Led Conference Form

Date of Conference:_____

*Check off each item from your notebook as it is discussed:

- ☐ I shared "My Third Grade Common Core Standards" with my parents.
- ☐ I shared "My Evidence of Learning Forms and Work Samples" with my parents.
- ☐ I explained "My Common Core I Can Checklists" to my parents.
- ☐ I discussed "My Common Core Goal Tickets" with my parents.

*Share your Report Card if you have one (for other subject areas).

Standards I learned really well:_____

_____

_____

_____

Standards that need continued practice:

_____

_____

_____

Name: _____

My Common Core

"I Can" Checklist (Reading)

Grading Period: _____

*Check off each skill as you master the standards.

*** Foundations:**

- ☐ I can use third grade phonics skills to sound out or decode words.
- ☐ I read third grade text for understanding, self-correcting when needed.
- ☐ I can decode multi-syllable words.
- ☐ I can decode words with prefixes and suffixes.
- ☐ I can read prose and poetry aloud with accuracy and expression.
- ☐ I can read irregularly spelled words.

*** Literature:**

- ☐ I can ask and answer questions to show understanding of stories.
- ☐ I can read fables, folktales, and myths for understanding.
- ☐ I can tell about story characters and events of a story.
- ☐ I can explain the difference between literal and non-literal language.
- ☐ I can tell how story parts build (chapters, scenes, stanzas, etc..).
- ☐ I can distinguish my own point of view.
- ☐ I can describe how pictures/illustrations add to story meaning.

*Continued on next page

Name: _____

My Common Core

"I Can" Checklist (pg. 2 Reading)

Grading Period: _____

*Check off each skill as you master the standards.

*Continued…Literature:

- ☐ I can compare and contrast similar stories written by the same author.
- ☐ I can read stories, dramas, and poetry on a third grade level on my own.

*Informational Reading:

- ☐ I can find the main idea and key details of a story.
- ☐ I can use sequence or cause/effect to tell about story events or steps.
- ☐ I can understand the meanings of words and phrases in third grade text.
- ☐ I can use text features and search tools to find information.
- ☐ I can use information from pictures and words to understand a story.
- ☐ I can describe connections between sentences or paragraphs in a text.
- ☐ I can compare and contrast two texts on the same topic.
- ☐ I can read informational texts on a third grade level independently.
- ☐ I can ask and answer questions for clarification of text information.

Name: _____

My Common Core

"I Can" Checklist (Writing)

Grading Period: _____

*Check off each skill as you master the standards.

*Writing

☐	I can state my opinion about a topic and give reasons to support it.
☐	I can organize my reasons about an opinion.
☐	I can use linking words to connect opinions and reasons.
☐	I can write a conclusion statement.
☐	I can write an informative/explanatory text to give information.
☐	I can introduce a topic with details, facts, and illustrations for meaning.
☐	I can use linking words to connect ideas within categories of information.
☐	I can write a narrative story with events and sequence.
☐	I can create story characters & events that happen in natural sequence.
☐	I can use story dialogue.
☐	I can use temporal words (chronological order).
☐	I can provide a sense of closure to my stories.
☐	I can use conferencing to plan, revise and edit my stories.

*Continued on next page

Name: _____

My Common Core

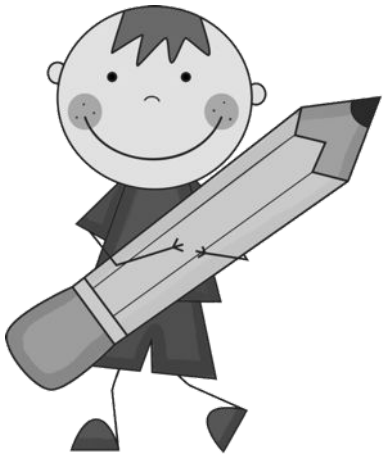
"I Can" Checklist (pg. 2 Writing)

Grading Period: _____

*Check off each skill as you master the standards.

***Continued…Writing:**

☐	I can use technology to produce and publish my stories.
☐	I can create short research projects on a topic.
☐	I can gather facts and information from books and computers.
☐	I can take notes and organize my information into categories.
☐	I can establish a writing routine for different purposes and tasks.



Name: _____

My Common Core

"I Can" Checklist (Speaking & Listening)

Grading Period: _____

*Check off each skill as you master the standards.

***Speaking and Listening:**

- ☐ I can participate in conversations with others about our learning.
- ☐ I can come to discussions prepared on the required material.
- ☐ I can follow group rules for discussions.
- ☐ I can ask questions when I don't understand or need clarification.
- ☐ I can describe the main idea & key details from texts read aloud.
- ☐ I can ask and answer questions from what a speaker says.
- ☐ I can tell about a topic or retell a story with facts and details clearly.
- ☐ I can create audio recordings or displays of stories and poems.
- ☐ I can produce complete sentences to give details and clarification.
- ☐ I can express my own ideas for understanding in a clear speaking voice.

Name: _____

My Common Core

"I Can" Checklist (Language)

Grading Period: _____

*Check off each skill as you master the standards.

*Language

- [ ] I can explain the use of nouns, pronouns, verbs, and adjectives.
- [ ] I can use regular and irregular plural nouns.
- [ ] I can use abstract nouns.
- [ ] I can use regular and irregular verbs.
- [ ] I can use simple verb tenses.
- [ ] I know subject-verb and pronoun-antecedent agreements.
- [ ] I can use comparative and superlative adjectives and adverbs.
- [ ] I can use coordinating and subordinating conjunctions.
- [ ] I can produce simple, compound, and complex sentences.
- [ ] I can use capitalization, punctuation, and spelling correctly.
- [ ] I can use commas correctly in addresses and dialogue.
- [ ] I can use quotation marks in dialogue.
- [ ] I can form and use possessives.

*Continued on next page

Name: _____

My Common Core

"I Can" Checklist (pg. 2 Language)

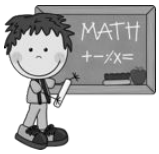
Grading Period: _____

*Check off each skill as you master the standards.

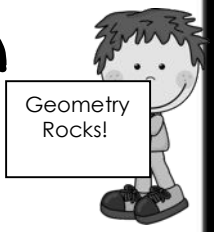
***Continued…Language:**

☐	I can use spelling skills for adding suffixes to base words.
☐	I can use spelling patterns for writing words.
☐	I can use dictionaries and glossaries to check spellings and meanings.
☐	I can choose words and phrases for effect.
☐	I can tell the differences between spoken and written English.
☐	I can find the meanings of multiple-meaning words.
☐	I can use context clues to know the meaning of a word or phrase.
☐	I can determine the meaning of a new word when an affix is added.
☐	I can use root or base words to help figure out new words.
☐	I can distinguish literal and non-literal meanings of words and phrases.
☐	I can identify real-life connections between words and their use.
☐	I can distinguish different shades of meanings of related words.
☐	I can use third grade words and phrases in conversation and writing.

Name: _____



My Common Core



"I Can" Checklist (Math)

*Check off each skill as you master the standards.

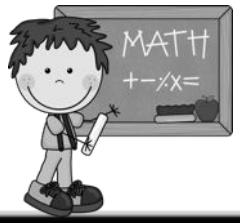
Grading Period: _____

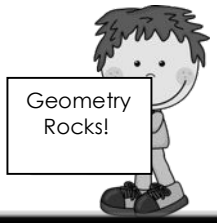
*Operations and Algebraic Thinking:

- ☐ I can figure out products of whole numbers.
- ☐ I can figure out quotients of whole numbers.
- ☐ I can use multiplication and division within 100 to solve word problems.
- ☐ I can find the unknown number in equations relating three numbers.
- ☐ I can use properties of operations to multiply and divide.
- ☐ I can understand division as an unknown-factor problem.
- ☐ I can fluently multiply and divide within 100.
- ☐ I can solve two-step word problems using the four operations. (+,-,x,÷)
- ☐ I can identify patterns on addition and multiplication tables.

*Geometry:

- ☐ I can sort shapes into categories by their common attributes.
- ☐ I can partition shapes into parts with equal areas and tell the fraction.





Name: _____

My Common Core

"I Can" Checklist (pg. 2 Math)

*Check off each skill as you master the standards.

Grading Period: _____

***Numbers and Operations-Fractions:**

☐	I understand fractions are made by wholes partitioned into equal parts.
☐	I can use number lines to represent intervals and fractions.
☐	I can show equivalent fractions on a number line.
☐	I can recognize and show simple equivalent fractions.
☐	I can express whole numbers as fractions.
☐	I can compare two fractions by reasoning about their size. (<,=,>)

***Numbers and Operations in Base Ten:**

☐	I can use place value to round whole numbers to the nearest 10 or 100.
☐	I can fluently add and subtract within the number 1,000.
☐	I can multiply one-digit numbers by multiples of 10 in the range 10-90.

Name: _____

My Common Core

"I Can" Checklist (pg. 3 Math)

*Check off each skill as you master the standards.

Grading Period: _____

***Measurement and Data**

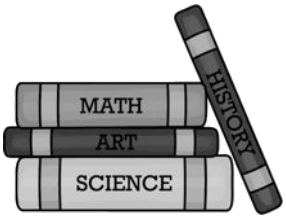
- ☐ I can tell time and solve words problems involving time to the minute.
- ☐ I can estimate and measure in grams, kilograms, and liters.
- ☐ I can create picture graphs and bar graphs to represent data.
- ☐ I can solve word problems using information from scaled bar graphs.
- ☐ I can create line plots to show data and measure to fourth of an inch.
- ☐ I can recognize area as an attribute of plane figures.
- ☐ I can measure areas by counting unit squares.
- ☐ I can relate area to the operations of multiplication and addition.
- ☐ I can find the area of a rectangle by tiling.
- ☐ I recognize area as additive.
- ☐ I can solve math problems involving perimeters of polygons.

Common Core

Goal Ticket!

My Common Core goal is:

Things I can do to reach my goal are:



Student Signature

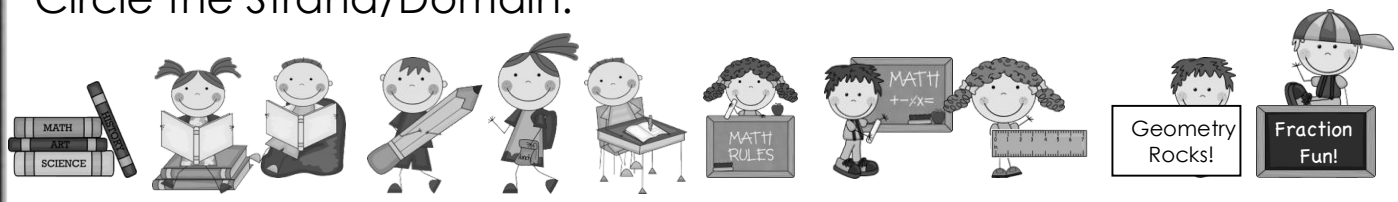
Date:

Name: _____

My Common Core

The ABC's & 123's of Learning!

Circle the Strand/Domain:



Common Core Standard: _____

(Example: 3.NBT.1)

Learning is Fun! Let me "Show What I Know" about this Standard:

In my own words: _____

_____

_____

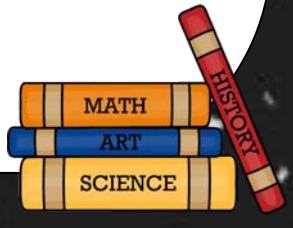
_____

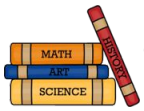
_____

With a picture:

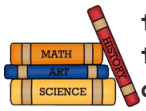
common core labels

Common Core Standards help clarify the purpose of the lesson. **Teachers can peel and stick these labels on their papers or assessments prior to making multiple copies! They are also great to stick on your lesson plans for the week!** Each one is "student-coded" with adorable graphics to fit the Standards. Keep them handy for evidence of teaching the Standards in your lesson plans or calendar. These are great to have as a teacher friendly resource to "show" evidence of teaching the Standards.

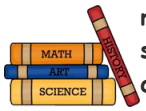




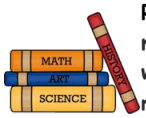
RI.3.1: Ask and answer questions to demonstrate understanding of a text.



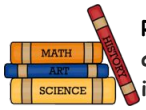
RI.3.2: Determine the main idea of a text; recount the key details.



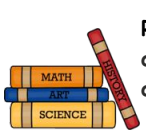
RI.3.3: Describe the relationship between a series of historical events, or steps in technical procedures in a text.



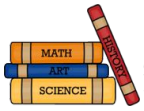
RI.3.4: Determine the meaning of general academic words and phrases in a text relevant to third grade level.



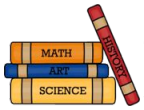
RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently.



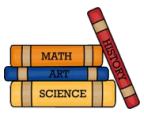
RI.3.6: Distinguish his/her own point of view from that of the author of a text.



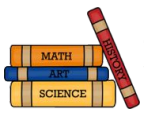
RI.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.



RI.3.8: Describe the logical connections between particular sentences and paragraphs in a text.



RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.



RI.3.10: Read and comprehend informational texts such as history, social studies, science or technical texts.

RF.3.3: *(a.) Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3: *(b.) Decode words with common Latin suffixes.

RF.3.3: *(c.) Decode multi-syllable words.

RF.3.3: *(d.) Read grade-appropriate irregularly spelled words.

W.3.1: *(b.) Provide reasons that support the opinion.

W.3.1: *(c.) Use linking words and phrases to connect opinion and reasons.

RF.3.4: *(a.) Read grade-level text with purpose and understanding.

RF.3.4: *(b.) Read prose and poetry orally with accuracy, appropriate rate, and expression.

RF.3.4: *(c.) Use context clues to self-correct a word, and re-reading as necessary for understanding.

RL.3.1: Ask and answer questions to demonstrate understanding of a text.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text. literal from non-literal language.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: Explain how text illustrations contribute to what is conveyed by the words.

RL.3.9: Compare the themes, settings, and plots of stories written by the same author about the same or similar characters.

RL.3.10: Read and comprehend literature, including stories and poetry.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1: *(a.) Introduce the topic or text they are writing about, state an opinion, and list reasons.

W.3.1: *(d.) Provide a concluding statement or section.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2: *(a.) Introduce a topic and group related information together.

W.3.2: *(b.) Develop the topic with facts, definitions, and details.

W.3.2: *(c.) Use linking words and phrases to connect ideas within categories of information.

W.3.2: *(d.) Provide a concluding statement or section.

W.3.3: Write narratives to develop real or imagined experiences or events.

W.3.3: *(a.) Establish a situation and introduce a narrator and/or characters.

W.3.3: *(b.) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences & events.

W.3.3: *(c.) Use temporal words (chronological and phrases to signal event order.

W.3.3: *(d.) Provide a sense of closure.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task.

W.3.5: With guidance and support from peers and adults, develop writing by planning, revising, and editing.

W.3.6: With guidance and support from adults, use technology to produce and publish writing.

W.3.7: Conduct short research projects that build knowledge about a topic.

RW.3.8: Recall information from experiences or gather information from print and digital sources.

W.3.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes,& audiences.

SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts.

SL.3.1: *(a.) Come to discussions prepared, having read or studied required material.

SL.3.1: *(b.) Follow agreed-upon rules for discussions.

SL.3.1: *(c.) Ask questions to check understanding of information presented, stay on topic.

SL.3.1: *(d.) Explain their own ideas and understanding in light of the discussion.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,

SL.3.3: Ask and answer questions about information from a speaker.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and details.

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1: Demonstrate command of the conventions of standard English when writing & speaking.

L.3.1: *(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.

L.3.1: *(b.) Form and use regular and irregular plural nouns.

L.3.1: *(c.) Use abstract nouns (e.g., *childhood*).

L.3.2: *(c.) Use commas and quotation marks in dialogue.

L.3.4: *(b.) Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.1: *(d.) Form and use regular and irregular verbs.

L.3.2: *(d.) Form and use possessives.

L.3.4: *(c.) Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.1: *(e.) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.2: *(e.) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

L.3.4: *(d.) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.1: *(f.) Ensure subject-verb and pronoun-antecedent agreement.

L.3.2: *(f.) Use spelling patterns and generalizations in writing words.

L.3.5: Demonstrate understanding of figurative language, word relationships & nuances in word meanings.

L.3.1: *(g.) Form and use comparative and superlative adjectives and adverbs.

L.3.2: *(g.) Consult reference materials, including beginning dictionaries, to check spellings.

L.3.5: *(a.) Distinguish the literal and nonliteral meanings of words and phrases in context.

L.3.1: *(h.) Use coordinating and subordinating conjunctions.

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.5: *(b.) Identify real-life connections between words and their use.

L.3.1: *(i.) Produce simple, compound, and complex sentences.

L.3.3: *(a.) Choose words and phrases for effect.

L.3.5: *(c.) Distinguish shades of meaning among related words that describe states of mind.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

L.3.3: *(b.) Recognize and observe differences between the conventions of spoken and written English.

L.3.6: Acquire and use accurately grade-appropriate conversational, academic, and domain-specific words and phrases

L.3.2: *(a.) Capitalize appropriate words in titles.

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words & phrases.

L.3.2: *(b.) Use commas in addresses.

L.3.4: *(a.) Use sentence-level context as a clue to the meaning of a word or phrase.

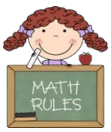
3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3: *(a.) Understand two fractions as equivalent if they are the same size, or the same point on a number line.

3.NF.3: *(b.) Recognize and generate simple equivalent fractions.

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms



3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value.

3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts.

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

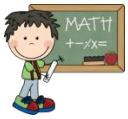
3.NF.2: *(a.) Show a fraction 1/*b* on a number line by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts.

3.NF.2: *(b.) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0.

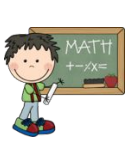
3.NF.3: *(c.) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.3: *(d.) Compare two fractions with the same numerator or the same denominator by reasoning about their size.

3.OA.1: Interpret products of whole numbers.

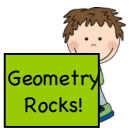


3.OA.2: Interpret whole-number quotients of whole numbers.

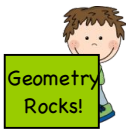


3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.



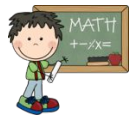
3.G.1: Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category



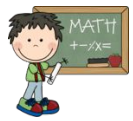
3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

3.MD.1: Tell time and solve word problems involving addition and subtraction of time intervals in minutes.

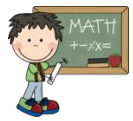
3.OA.5: Apply properties of operations as strategies to multiply and divide.



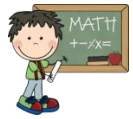
3.OA.6: Understand division as an unknown-factor problem.



3.OA.7: Fluently multiply and divide within 100.



3.OA.8: Solve two-step word problems using the four operations.



3.OA.9: Identify arithmetic patterns and explain them using properties of operations.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

3.MD.4: Generate data by measuring lengths using rulers marked with halves and fourths of an inch and make a line plot.

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5: *(a.) A unit square, is said to have "one square unit" of area, and can be used to measure area.

3.MD.5: *(b.) A plane figure which can be covered without gaps is said to have an area of n square units.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it.

3.MD.7: *(a.) Find the area of a rectangle with whole-number side lengths by tiling it.

3.MD.7: *(b.) Multiply side lengths to find areas of rectangles and represent whole-number products as rectangular areas.

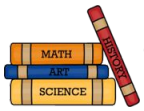
3.MD.7: *(c.) Use tiling and area models to represent the distributive property in mathematical reasoning.

3.MD.7: *(d.) Recognize area as additive.

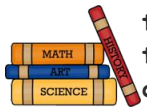
3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter.

common core tickets

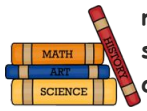
Common Core Standards help clarify the purpose of the lesson. Your students can use these "Common Core Tickets" to cut and glue on projects or artifacts they've made in Third Grade. Each one is "student-coded" with adorable graphics to fit the Standards. You could have your students keep multiple copies in the pocket of their notebook for easy access OR sort them by the Strands/Domains (pictures) and keep them in a sheet protector. Any time your students work on an assignment, have them find the Standard they are learning and cut/glue a ticket on accordingly for evidence of learning.



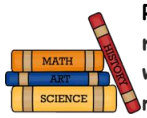
RI.3.1: Ask and answer questions to demonstrate understanding of a text.



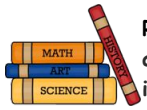
RI.3.2: Determine the main idea of a text; recount the key details.



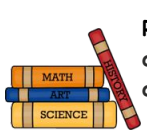
RI.3.3: Describe the relationship between a series of historical events, or steps in technical procedures in a text.



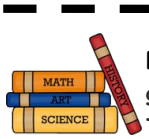
RI.3.4: Determine the meaning of general academic words and phrases in a text relevant to third grade level.



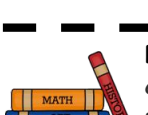
RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently.



RI.3.6: Distinguish his/her own point of view from that of the author of a text.



RI.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.



RI.3.8: Describe the logical connections between particular sentences and paragraphs in a text.

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10: Read and comprehend informational texts such as history, social studies, science or technical texts.

RF.3.3: *(a.) Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3: *(b.) Decode words with common Latin suffixes.

RF.3.3: *(c.) Decode multi-syllable words.

RF.3.3: *(d.) Read grade-appropriate irregularly spelled words.

W.3.1: *(b.) Provide reasons that support the opinion.

W.3.1: *(c.) Use linking words and phrases to connect opinion and reasons.

RF.3.4: *(a.) Read grade-level text with purpose and understanding.

RF.3.4: *(b.) Read prose and poetry orally with accuracy, appropriate rate, and expression.

RF.3.4: *(c.) Use context clues to self-correct a word, and re-reading as necessary for understanding.

RL.3.1: Ask and answer questions to demonstrate understanding of a text.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text. literal from non-literal language.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: Explain how text illustrations contribute to what is conveyed by the words.

RL.3.9: Compare the themes, settings, and plots of stories written by the same author about the same or similar characters.

RL.3.10: Read and comprehend literature, including stories and poetry.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1: *(a.) Introduce the topic or text they are writing about, state an opinion, and list reasons.

W.3.1: *(d.) Provide a concluding statement or section.

W.3.3: *(d.) Provide a sense of closure.

SL.3.1: *(c.) Ask questions to check understanding of information presented, stay on topic.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task.

SL.3.1: *(d.) Explain their own ideas and understanding in light of the discussion.

W.3.2: *(a.) Introduce a topic and group related information together.

W.3.5: With guidance and support from peers and adults, develop writing by planning, revising, and editing.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,

W.3.2: *(b.) Develop the topic with facts, definitions, and details.

W.3.6: With guidance and support from adults, use technology to produce and publish writing.

SL.3.3: Ask and answer questions about information from a speaker.

W.3.2: *(c.) Use linking words and phrases to connect ideas within categories of information.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and details.

W.3.2: *(d.) Provide a concluding statement or section.

RW.3.8: Recall information from experiences or gather information from print and digital sources.

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading.

W.3.3: Write narratives to develop real or imagined experiences or events.

W.3.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes,& audiences.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.3: *(a.) Establish a situation and introduce a narrator and/or characters.

SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts.

L.3.1: Demonstrate command of the conventions of standard English when writing & speaking.

W.3.3: *(b.) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences & events.

SL.3.1: *(a.) Come to discussions prepared, having read or studied required material.

L.3.1: *(a.) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.

W.3.3: *(c.) Use temporal words (chronological and phrases to signal event order.

SL.3.1: *(b.) Follow agreed-upon rules for discussions.

L.3.1: *(b.) Form and use regular and irregular plural nouns.

L.3.1: *(c.) Use abstract nouns (e.g., *childhood*).

L.3.2: *(c.) Use commas and quotation marks in dialogue.

L.3.4: *(b.) Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.1: *(d.) Form and use regular and irregular verbs.

L.3.2: *(d.) Form and use possessives.

L.3.4: *(c.) Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.1: *(e.) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.2: *(e.) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

L.3.4: *(d.) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.1: *(f.) Ensure subject-verb and pronoun-antecedent agreement.

L.3.2: *(f.) Use spelling patterns and generalizations in writing words.

L.3.5: Demonstrate understanding of figurative language, word relationships & nuances in word meanings.

L.3.1: *(g.) Form and use comparative and superlative adjectives and adverbs.

L.3.2: *(g.) Consult reference materials, including beginning dictionaries, to check spellings.

L.3.5: *(a.) Distinguish the literal and nonliteral meanings of words and phrases in context.

L.3.1: *(h.) Use coordinating and subordinating conjunctions.

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.5: *(b.) Identify real-life connections between words and their use.

L.3.1: *(i.) Produce simple, compound, and complex sentences.

L.3.3: *(a.) Choose words and phrases for effect.

L.3.5: *(c.) Distinguish shades of meaning among related words that describe states of mind.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

L.3.3: *(b.) Recognize and observe differences between the conventions of spoken and written English.

L.3.6: Acquire and use accurately grade-appropriate conversational, academic, and domain-specific words and phrases

L.3.2: *(a.) Capitalize appropriate words in titles.

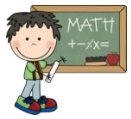
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words & phrases.

L.3.2: *(b.) Use commas in addresses.

L.3.4: *(a.) Use sentence-level context as a clue to the meaning of a word or phrase.

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3: *(c.) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.



3.OA.6: Understand division as an unknown-factor problem.

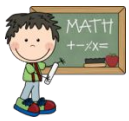
3.NF.3: *(a.) Understand two fractions as equivalent if they are the same size, or the same point on a number line.

3.NF.3: *(d.) Compare two fractions with the same numerator or the same denominator by reasoning about their size.

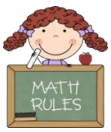
3.OA.7: Fluently multiply and divide within 100.

3.NF.3: *(b.) Recognize and generate simple equivalent fractions.

3.OA.1: Interpret products of whole numbers.



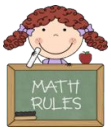
3.OA.8: Solve two-step word problems using the four operations.



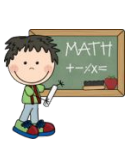
3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

3.OA.2: Interpret whole-number quotients of whole numbers.

3.OA.9: Identify arithmetic patterns and explain them using properties of operations.

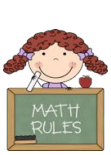


3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms

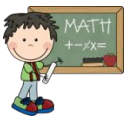


3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).



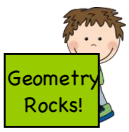
3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value.



3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

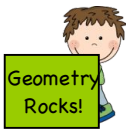
3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts.



3.G.1: Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category

3.MD.4: Generate data by measuring lengths using rulers marked with halves and fourths of an inch and make a line plot.

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.



3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

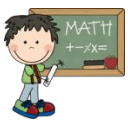
3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.NF.2: *(a.) Show a fraction 1/*b* on a number line by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts.

3.MD.1: Tell time and solve word problems involving addition and subtraction of time intervals in minutes.

3.MD.5: *(a.) A unit square, is said to have "one square unit" of area, and can be used to measure area.

3.NF.2: *(b.) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0.



3.OA.5: Apply properties of operations as strategies to multiply and divide.

3.MD.5: *(b.) A plane figure which can be covered without gaps is said to have an area of n square units.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it.

3.MD.7: *(a.) Find the area of a rectangle with whole-number side lengths by tiling it.

3.MD.7: *(b.) Multiply side lengths to find areas of rectangles and represent whole-number products as rectangular areas.

3.MD.7: *(c.) Use tiling and area models to represent the distributive property in mathematical reasoning.

3.MD.7: *(d.) Recognize area as additive.

3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter.

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